

Notus District #135

Canyon County

PO Box 256, Notus, ID. 83656

Phone: (208) 459-7442 Fax: (208) 455-2439

Robert Larson, Superintendent

District Characteristics 1997-98

Fall Enrollment 1997-98	388	Special Education:	
Average Daily Attendance	359	Special Education Students	43
State Ranking per ADA	82	Gifted and Talented Students	28
Number of Schools (sites):		Number of LEP Students**	70
Elementary	1	National School Lunch Program:	
Secondary	1	% Average Daily Participation	73%
Number of Schools:		% Free and Reduced Meals	43%
Accredited	2	Average Lunch Price - Elementary . . .	\$1.00
Accredited with Comment	0	Average Lunch Price - Secondary . . .	\$1.10
Advised & Advised with Comment . .	0	Pupil Transportation Program:	
Warned	0	Average Daily Ridership 1996-97 . .	302
High School Graduates:		District Owned Operation	
High School Diplomas-Regular	22	* Certificates of Completion issued at a district level	
Other Completions*	1	** Limited English Speaking (LEP)	

Superintendent's Highlights

The 1997-98 school year was highlighted by our involvement with the Idaho Management of Change Project. The activities associated with the IMCP coupled with the accomplishments of our technology plan, grades 1st-4th looping project, school-to-work components, and the many other exciting projects made this a great and memorable year in the Notus School District. The funds acquired in the Goals 2000 money provided many great opportunities for this district. The elementary was able to upgrade the technology lab as well as improvements throughout the district. An ever-increasing number of teachers were using more technology in their daily lessons.

This IMCP served as a great vehicle to include more parents and other patrons in our district's planning process. We held several community forums and gaining valuable input toward future planning. This input from the community was tremendous and will provide many benefits to our district. This effort will be especially beneficial in our goal to continue to improve academic test scores, provide additional performance based assessment, making the curricula more relevant to the workplace and providing a learning environment where teachers can effectively teach and students are better able to learn.

Progress Towards Meeting District Goals

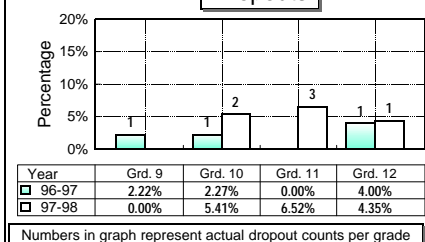
1997-98 Goals	Progress
Implementation of the district-wide technology plan.	The elementary lab was upgraded to a state of the art lab. All computers in the district were upgraded to 64 mg. RAM which has been very helpful. Training was expanded to include every staff member in the district. The District piloted a program through Educational Structures which provided excellent educational web sites for teachers. Every classroom in the district is equipped with a TV monitor/VCR and PC connection a computer. Technology is becoming more indispensable and transparent in the classroom.
Improvement of student assessment measures	Student assessment results were very encouraging. In our area the Juniors scored the highest of any high school in the DWA while our 8 th graders and 4 th graders were in the top quartile in both DWA and DMA. We experienced tremendous growth in our Title I assessments. Although, we recognize the need for continuous improvement in student achievement, we are extremely proud of this year's gains.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	39.85%	33.42%	73.27%
Black	0.53%	0.00%	0.53%
Hispanic	12.83%	12.03%	24.86%
Nat. Amer.	0.00%	0.00%	0.00%
Asian	0.00%	1.34%	1.34%
Total	53.21%	46.79%	100.00%

Dropouts



To increase parent, community, and business involvement throughout the district.

This was a tremendous success this year. We had several forums that involved many parents and patrons. Teachers report that the number of parents involved in the classrooms had significantly improved. The PTO has raised over \$5000.00 for playground equipment. This activity created a great deal of positive involvement.

Review and rewrite the district's K-12 social studies, spelling and music curriculum.

A committee made up of teachers, staff members and parents spent several months reviewing the present social studies curriculum. The spelling curriculum was reviewed and improved. The music curriculum is still under revision and should be adopted before fall. The Board of Trustee's has adopted the curriculum and update textbooks for the upcoming year.

Financial Information 1997-98

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$182,867	8.97%	\$314,994	11.57%
Other Sources	20,371	1.00%	326,916	12.01%
State	1,818,804	89.20%	1,903,817	69.93%
Federal	16,955	0.83%	176,637	6.49%
Total	\$2,038,997	100.00%	\$2,722,364	100.00%

Supplemental Information:

Property Tax Replacement	\$40,236
Lottery Revenues	\$15,546
Technology Grant	\$32,820

	Total	%	ADA	Rank
Expenditures:				
M & O Instruction	\$1,329,741	66.32%		
M & O Support Programs	675,198	33.68%		
M & O Other	0	0.00%		
Total M & O	\$2,004,939	100.00%	\$5,592	39
Total ALL Funds	\$2,562,438	100.00%	\$7,146	36

Tax Levies at 9-1-97

	Total	Per ADA	Rank
Property Market Values	\$41,580,321	\$115,965	98
Total M & O Levy	0.004398595		25
Total School Levy	0.007904796		11

Staff Data 1997-98

District Personnel:

	FTE	ADA to FTE
Elementary Teachers	11.50	13
Secondary Teachers	15.61	13
Administrators	2.10	171
Other Certified Staff	2.50	143
Total Certified Staff	31.71	11
Total Non-Certified Staff	18.51	19

Teachers Salaries:

	Rank
Beginning Salary on Schedule	\$19,550
Highest Salary on Schedule	\$39,618
Average Elementary Teacher's Salary	\$28,570 93
Average Secondary Teacher's Salary	\$28,009 90
Superintendent's Salary	\$65,160 57

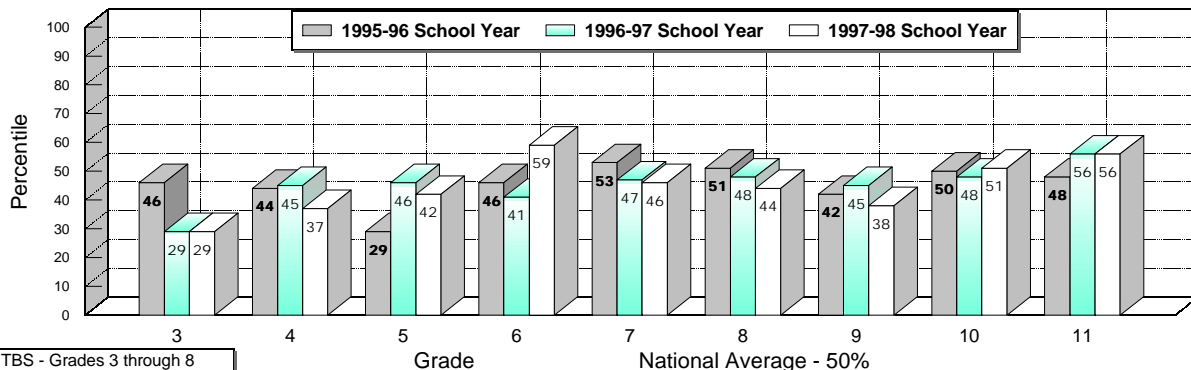
Note: Rank represents how this district compares to the other 111 public school districts in the State of Idaho; high to low (1 being the highest).
 "Totals" may not sum due to rounding.

Testing Information 1997-98

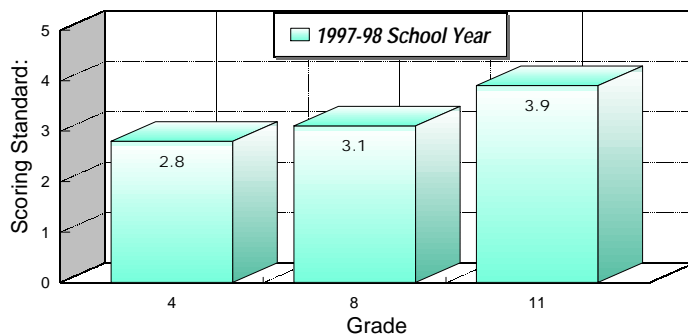


Standard Testing Results

ITBS and TAP

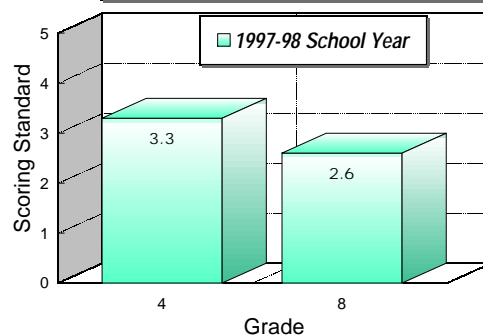


Direct Writing Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal

Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal